

Experienced Teachers' Institute (FY 2010-2011)
Strategies for the Struggling Reader: Diagnostics to Instruction

Lesson Plan

Instructor: Melissa Conn	
Program/County: Wayne County Adult Education Center	Director: Bill Roberts

Title: When I Was Young in the Mountains	Content area: Reading and Writing
Length of lesson: 30min. – 1 hour	NRS Level (s): 456-517 (GPA: 3.8-5.9)
Standard(s) Introduce a topic: organize ideas, concepts and recall relevant information from the text.	

<p>Lesson Objectives</p> <p>Use words like “recall,” “define,” “explain,” “demonstrate,” “predict,” “compare,” “contrast,” “revise.” Refer to Bloom’s taxonomy</p>	<p style="text-align: center;">At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> ○ Students will be able to recall three (3) key ideas from the text ○ Students will differentiate and demonstrate phonemic awareness by practicing with colored cubes exercise (instructor will pull words from the text prior to lesson) ○ Students will be able to determine the five senses that were demonstrated in the text by completing the Sensory Impression Exercise ○ Students will be able to summarize the text by participating in the Summary Ball Exercise
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Assessing mastery of the objectives		I will know that the lesson has been effective when my students can answer the following essential questions: <ul style="list-style-type: none">○ Did the young girl enjoy spending time in the mountains?○ Did the young girl have a loving family?○ Did the young girl enjoy the outdoors?	The means of assessment and check for understanding will be: <ul style="list-style-type: none">○ When students can summarize and recognize three (3) key ideas from the text.
Pre-teaching	<ul style="list-style-type: none">• How will I introduce the objectives?• How I will make a connection between the content and my students and engage?• How I will draw on prior knowledge?• How will I provide purpose for using the strategy and reading the selected text?	<ul style="list-style-type: none">○ I will introduce phonemic awareness: manipulating phonemes by selecting some words from the text. I will pass out the colored cubes for the exercise-colored cubes. I will talk about the different colors of the cubes and that they represent the phonemes in a word, which are the different sounds that you hear when you say a word.○ We will discuss prior knowledge students may have about the text or the words chosen for the color cubed exercise.○ Selected text was chosen for students because we live in a rural area and I believe the students will be able to relate well to the text and enjoy it very much.	

Teaching	<p>Instruction/Modeling</p> <ul style="list-style-type: none"> • How I will deliver the information so that students are engaged? • How will I describe the strategy, provide purpose, model it and or provide examples? • How will I introduce and engage students in the text? <p>Guided Practice</p> <ul style="list-style-type: none"> • How I will provide opportunities for students to practice in the classroom so I know they understand? • How will I make sure they are <i>“getting it”</i> during the lesson? 	<ul style="list-style-type: none"> ○ I will share the text with students by showing them the book we are going to read, talking about the title, author, and asking for any prior knowledge they may have about the text. Have students predict what they think the book is about. ○ We will participate in a shared book experience which models fluency. Students will listen and observe modeled reading as I read the book to them. ○ After the first modeled reading students will share the reading experience as they read orally and following along with the re-reading of the text. ○ After re- reading the text students will have a chance to re-tell the story and discuss the main ideas.
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	<p>Independent Practice</p> <ul style="list-style-type: none"> How I will help students extend what they learned so they can do it without my help? 	<ul style="list-style-type: none"> Students will be asked to fill out the sensory impression exercise. This exercise will help students utilize senses to attend to story details.
Post-teaching	<ul style="list-style-type: none"> How I will check for understanding? How I will bring closure & provide opportunities for reflection? 	<ul style="list-style-type: none"> Students will participate in the Summary Ball Exercise to create a group summary of the text. This allows students to discuss-Who, What, Where, When and How. Students will then write a short summary of the story.
<p>Text and Materials</p> <ul style="list-style-type: none"> Authentic Based on students interests and goals 		<ul style="list-style-type: none"> "When I Was Young in the Mountains" by: Cynthia Rylant and illustrated by: Diane Goode "Creating Strategic Readers" by: Valerie Ellery
<p>How learning can be extended at home?</p>		<ul style="list-style-type: none"> This will encourage students to practice skills at home that can help them become more fluent readers. Students will become familiar with making predictions, drawing on prior knowledge and making connections with what they read.

Key vocabulary	BLACK, LIPS, KISS, OKRA, GRASS (These words are going to be used for the Colored Cube Exercise)
Use of technology (if appropriate)	N/A